



Safe Routes to School State Network Project

Phase II: Successes and Lessons Learned

2010 – 2011 Final Report



Changing the Habits of
an Entire Generation

November 2011

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Acknowledgements

The *2010-2011 Safe Routes to School State Network Project Final Report* was written by Robert Ping, state network director, for the Safe Routes to School National Partnership (National Partnership) with support from Deb Hubsmith, director, Stephanie Weber Smith and David Janis, state network managers, Kathy Cooke, state network associate and state network organizers in 19 states and the District of Columbia.

This report was written to inform state and local advocates, policymakers and partners of the state network project's policy successes—those that have resulted in changes to the built environment and increases in physical activity—and to share lessons learned between January 2010 and August 2011.

The Safe Routes to School National Partnership is a fast-growing network of more than 500 organizations and professional groups working to set goals, share best practices, leverage infrastructure and program funding and advance policy change to help agencies that implement Safe Routes to School programs across the nation. The National Partnership's mission is to advocate for safe walking and bicycling to and from schools and in daily life, to improve the health and well-being of America's children and to foster the creation of livable, sustainable communities. The National Partnership is hosted by the Bikes Belong Foundation, a 501(c)(3) nonprofit which is a sister organization to Bikes Belong Coalition.

For more information, visit www.saferoutespartnership.org.

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balanced approach to the problems that affect the health and health care of those it serves. When it comes to helping Americans lead healthier lives and get the care they need, the Foundation expects to make a difference in your lifetime.

For more information, visit www.rwjf.org/childhoodobesity.



Childhood Obesity and Safe Routes to School

Today, more than 23 million children and adolescents in the United States—nearly one in three young people—are either obese or overweight, putting them at higher risk for serious, even life-threatening health problems.¹ The obesity rate today remains more than four times higher among children ages 6 to 11 than it was a generation ago. During the same period, the rate has more than tripled for adolescents ages 12 to 19.² Only one-third of children are getting the U.S. Department of Health and Human Services' recommended level of 60 minutes of moderate-to-vigorous physical activity per day.³ In 1969, approximately 42 percent of U.S. children walked or bicycled to school and 87 percent of those who lived within one mile of the school walked or bicycled.⁴ By 2009, these percentages had plummeted to 13 percent⁵ and 48 percent,⁶ respectively.

Many factors related to physical activity and nutrition have influenced the dramatic increase in childhood obesity, including the decline in children walking and bicycling to school. Communities often lack safe and separate infrastructure like sidewalks, pathways and crosswalks for bicyclists and pedestrians. Schools are more frequently located on the outskirts of communities instead of the center of a neighborhood, increasing the distance to school.⁷ Many parents are concerned about traffic dangers and personal safety, leading them to limit unsupervised outside play and walking and bicycling to school.^{8,9}

In *The Surgeon General's Vision for a Healthy and Fit Nation 2010*, U.S. Surgeon General Regina Benjamin emphasized, "physical activity plays several important roles in the prevention and control of obesity and it is essential for health at any weight. Increased physical activity and decreased sedentary behavior are associated with lower rates of obesity, and it reduces the risk for many of the diseases associated with obesity, such as diabetes and heart disease."

Efforts to reverse the childhood obesity epidemic must be multi-faceted, and Safe Routes to School is a critical part of the solution. Evidence shows that Safe Routes to School programs make the trip to and from school safer, increase the number of children who get to school by walking and bicycling, and promote the health of children and their communities.¹⁰ Using Safe Routes to School as a way to create environment, policy and behavioral changes is one way to increase physical activity and promote the health of both children and adults.

The Surgeon General recommends that, "when possible, parents should walk with children to and from school, and children should have scheduled time to play. Because safety is a real concern in many neighborhoods, citizens should talk with their local elected officials and members of law enforcement to find ways to improve safety so everyone can walk or play outdoors." She also recommends that "schools implement and promote walk- and bike-to-school

programs and establish joint use agreements with local government agencies to allow use of school facilities for physical activity programs offered by the school or community-based organizations outside of school hours.”¹¹

In its annual report *Health, United States, 2008*, the Centers for Disease Control and Prevention (CDC) recommended the following policy strategies to help Americans become more active:

- improve access to outdoor recreational facilities;
- build or enhance infrastructure to support more walking and bicycling;
- support locating schools within easy walking distance of residential areas;
- improve access to public transportation;
- support mixed-use development;
- enhance personal and traffic safety in areas where people are or could be physically active.¹²

The Affordable Care Act, the landmark health legislation passed in 2010, created the National Prevention Council and called for the development of the National Strategy to utilize prevention-based strategies to benefit all Americans’ health. The National Prevention Strategy was released in June 2011 and highlights Safe Routes to School as an active living strategy: “Community leaders, schools, and parents across the United States are encouraging more children, including children with disabilities, to walk and bicycle to school. Safe Routes to School programs improve safety and accessibility as well as reduce traffic and air pollution in the vicinity of schools. As a result, these programs help make bicycling and walking to school a safer and more appealing transportation choice, thus encouraging a healthy and active lifestyle from an early age.”¹³

The above recommendations show that Safe Routes to School programs and projects are well-accepted strategies for increasing physical activity. Policy changes and collaboration between agencies and local communities, through efforts such as the state network project, reduce barriers to physical activity and make Safe Routes to School a highly effective tool in the fight against childhood obesity.

Safe Routes to School is an evidence-based strategy that can help to reverse the epidemic of childhood obesity. Some relevant findings are cited below:

- Safe Routes to School programs can increase walking and bicycling by 20% to 200%.¹⁹
- Children traveling through pedestrian-friendly environments are more likely to walk or bicycle to and from school.²⁰
- Children who walk to school are significantly more physically active throughout the day as compared to children who travel to school by car.²¹
- Children who walk or bicycle to school have better cardiovascular fitness compared with children who do not actively commute to school.²²
- In a study of adolescents, 100% of the children who walked both to and from school averaged at least 60 minutes of moderate-to-vigorous physical activity on weekdays.²³
- A 5% increase in neighborhood walkability— which looks at the completeness of the sidewalk network, safety of street crossings, directness of routes and other measures— was associated with 32.1% more minutes devoted to physically active travel.²⁴



Federal Legislation for Safe Routes to School

Concerned by the long-term health and traffic consequences of the decline in walking and bicycling to school, Congress created the federal Safe Routes to School program as part of the \$286.5 billion SAFETEA-LU transportation bill in August 2005. Congress appropriated \$612 million for Safe Routes to School from fiscal years 2005 through 2009, funds that were allocated through state Departments of Transportation (DOTs). Each time the law has been extended since 2009, Safe Routes to School funding has been included, such that \$948 million has been allocated to all fifty states and the District of Columbia through September 2011. The bulk of these funds are allocated to schools and communities for building sidewalks, bicycle lanes, safe crossings and other pathways that enable children to more safely walk and bicycle to school and in their neighborhoods. A smaller portion of the funding supports non-infrastructure activities, including walking and bicycling safety education, driver awareness campaigns, more robust enforcement of speed limits and traffic safety rules and promotional events and programs to encourage more children and families to walk and bicycle.

In September 2011, Congress extended the current transportation law through March 31, 2012. Further temporary extensions, or a full reauthorization, remain possible down the road. Regardless, the gravity of the childhood obesity epidemic and its related costs and health consequences makes it increasingly important that states improve the built environment in ways that promote bicycling and walking. It is certainly possible that future iterations of the transportation law will give states more discretion over how to spend federal transportation dollars. Such a shift would make the state network project an even more important policy tool, to ensure that state DOTs continue to dedicate funding for Safe Routes to School and other street-scale improvements. These initiatives will increase physical activity and improve safety for children walking and bicycling to school and in daily life.



Background on the State Network Project

The state network project launched in 2007, and was supported in 10 states from January 2007 through December 2009 with initial funding from the Robert Wood Johnson Foundation (RWJF). For 2008 and 2009, Kaiser Permanente and the CDC also provided support. In January 2010, 20 states, including eight of the original states, were funded to participate from January 2010 to December 2011, with RWJF funding 15 states (Colorado, Florida, Hawaii, Illinois, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Montana, Oklahoma, Pennsylvania, Tennessee and Wisconsin), and Kaiser Permanente funding four states (California, Georgia, Maryland and Virginia) and the District of Columbia.

For the 2007-2009 project, the National Partnership proactively approached existing organizations in nine states and the District of Columbia to participate in the project based on the number and percentage of overweight and obese children in the state; the number and percentage of minority children in the state; the number of families living in poverty; the capacity of the state to leverage critical partnerships and make a national impact; and the amount of federal Safe Routes

to School funding available in the state. In fall 2009, the National Partnership held an open call for applications inviting all 50 states and the District of Columbia to apply for inclusion in the 2010-2011 state network project, and nineteen states and the District of Columbia were selected. Contracts were signed with lead organizations in each state, and state network organizers began working 16 to 20 hours per week in January 2010.

The state network project's goals include:

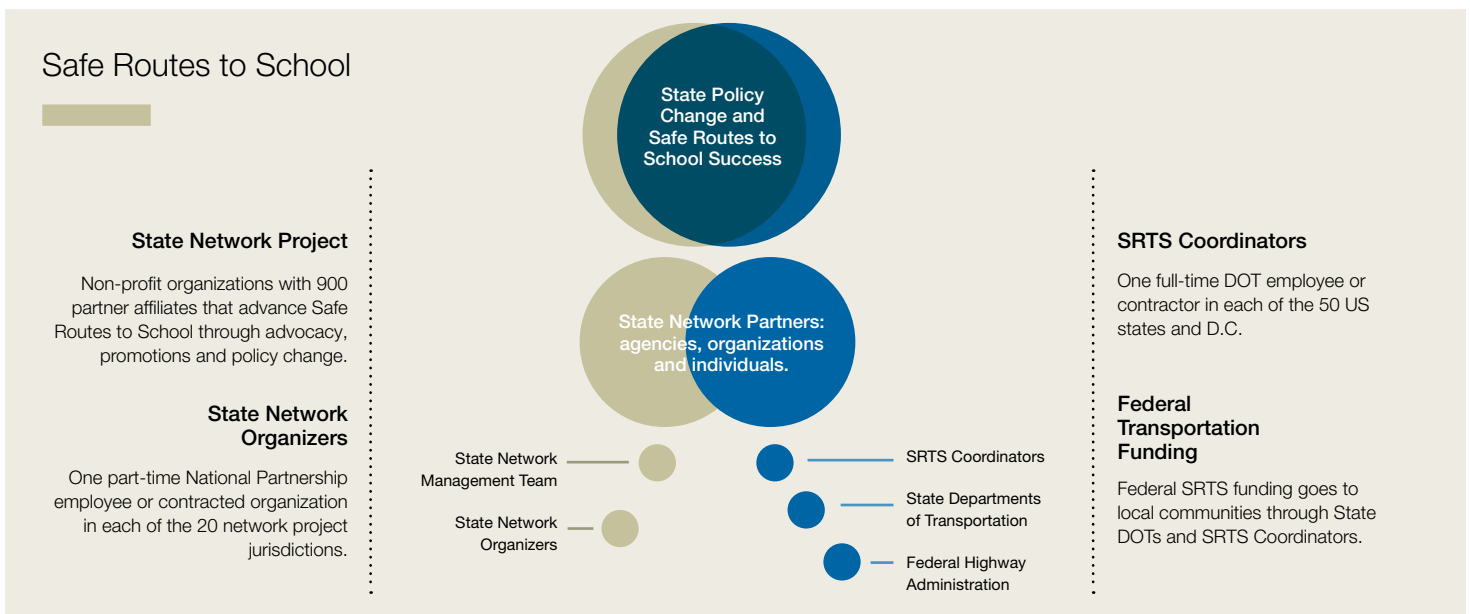
- Reducing childhood obesity by linking existing leaders and stakeholders from a variety of disciplines—including health, transportation, bicycle and pedestrian advocacy, youth engagement, education and smart growth—to identify viable projects for funding and to help Safe Routes to School succeed.
- Leveraging additional resources for Safe Routes to School and removing barriers to walking and bicycling to schools.
- Institutionalizing state-level Safe Routes to School programs so that programs are not dependent on (and do not end after) one short burst of funding.

The primary goal of the state network effort is to remove policy barriers to walking and bicycling to schools. This can be accomplished by implementing and improving state-level Safe Routes to School programs, enacting policies that create street-scale improvements for walking and bicycling, changing statewide school siting policies to encourage school placement near residential areas and implementing any other existing legislation that would make it easier for children to actively commute. The 2010–2011 phase of the state network project also included two new focus areas: serving lower-income communities and promoting personal safety. The specific policy priorities for each state were determined by the state network, and were based on the locally available opportunities to improve the built environment, and the capacity of state network leadership and the partnering organizations.

Each part-time contracted state network organizer managed the network’s daily operations and collaboration with partners from around the state who are involved in health, equity, transportation, youth, environmental and smart-growth issues to develop,

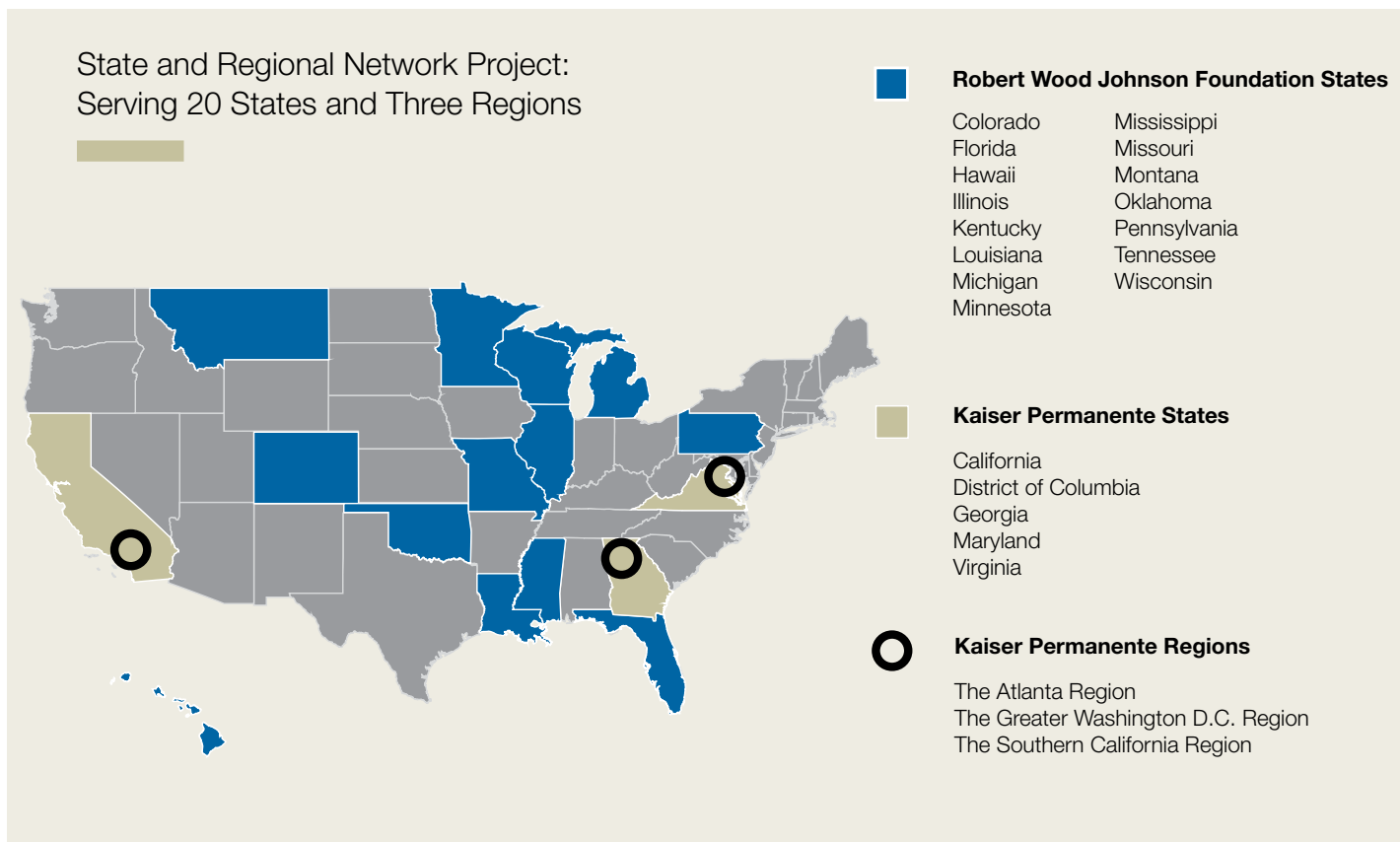
implement and regularly update a state-level policy action plan. By convening stakeholder coalitions in each state, the networks were able to bring perspectives and expertise from various policy sectors to conduct initial research and to set the state network’s policy priorities within the following policy categories:

- Getting Safe Routes to School funding for local street-scale improvements that will encourage walking and bicycling.
- Increasing the number of Safe Routes to School applications funded for lower-income communities.
- Ensuring safe, convenient and accessible streets for all transportation users, to provide built environment benefits that support walking and bicycling.
- Protecting and promoting community-centered schools and supporting joint use of schools and city facilities.
- Developing and securing state-level funding for bicycle and pedestrian traffic safety curricula and training programs.



- Implementing Safe Routes to School-related state legislation that supports improvements to the built environment and increases in physical activity.
- Including bicycling and walking in state strategic highway safety plans to leverage additional funding to make street-scale improvements.
- Adding Safe Routes to School into school wellness policies.
- Promoting personal safety policies to ensure safe walking and bicycling.
- Advancing other policies that state networks identified as critical for achieving project goals.

The eight returning state networks from the 2007–2009 project (California, District of Columbia, Georgia, Illinois, Kentucky, Louisiana, Oklahoma and Virginia) began by reviewing their action plans and researching the new policy targets: lower-income communities and personal safety. The 12 new states (Colorado, Florida, Hawaii, Maryland, Michigan, Minnesota, Missouri, Mississippi, Montana, Pennsylvania, Tennessee and Wisconsin) began by undertaking a multi-step process that included recruiting partners, researching the policy categories, ranking policies in priority order and creating an action plan to identify leaders and guide the policy work. State networks also created or sustained action teams—smaller groups of network partners with interest and expertise in a particular policy category—to work on implementation of the highest-ranked policies.





Helping Those Most in Need and Improving Safety for All

In 2010 and 2011 the state network project increased its efforts to assist lower-income communities and schools in the 20 network states. The state networks first analyzed whether their state DOT Safe Routes to School programs had already given any of the following types of direct assistance to lower-income communities: mini grants for developing local Safe Routes to School action plans; assistance with completing applications for funding; outreach, training and technical assistance for local leaders to assist them in understanding the state process and Safe Routes to School best practices; and whether the state had given a proportionate amount of awards to lower-income applicant schools and communities. State networks then established an action team to begin working with the state Safe Routes to School coordinator to improve outreach and assistance to communities most in need.

State networks also began looking at what state-level policy work would help improve personal safety for children walking and bicycling to schools. Networks researched various programs, policies and funding streams in their state in order to find ways to improve safety in neighborhoods. Effective strategies included developing partnerships with police organizations, such as the District of Columbia's Safe Passages program, and working to improve crossing guard and student safety patrol trainings and funding, such as Oklahoma's safety patrol funding and training program in partnership with AAA, and Virginia and the District of Columbia's crossing guard training programs.



Accomplishments of the State Network Project

Collectively, the 20 state networks engaged more than 900 partner organizations and agencies as active participants in improving the built environment and increasing physical activity for children, with a focus on serving lower-income communities. The networks set different priorities in their action plans based on the unique policy opportunities and challenges that each state faced, and chose approaches suitable to the state's situation. Networks built productive relationships with state Safe Routes to School coordinators and assisted state DOTs in creating and running efficient Safe Routes to School programs through stakeholder outreach, technical assistance, sharing advice and creating and distributing supportive resources. In the policy realm, networks were often the first statewide group to address particular policy issues within the states. The 20 state networks have made substantial improvements to transportation policies and funding allocations, safety, land use, the environment and public health. These types of changes have been shown to increase physical activity for children in their daily lives, thereby contributing to the eventual reversal of the childhood obesity epidemic.^{14,15}

Bringing Everyone to the Table

The foundation of the state network project is the partnerships created between stakeholders. With cooperation between government agency staff,

corporations, advocacy groups, elected officials and more, the power of the state coalition is at the heart of policy achievements in all 20 participating states. Partners were invited to participate in the monthly meetings in each state, in addition to whichever policy action team activities and meetings that aligned with their interest and expertise. Network organizers working under contract for the Safe Routes to School National Partnership organized the primary monthly meetings, and whenever possible, let partners lead the efforts of the action teams, especially if the partners were already leaders on the topic in the state.

The state network organizers reflected the growing diversity of the networks themselves, expanding well beyond the bicycle and pedestrian advocacy groups that have traditionally dominated the Safe Routes to School movement, with a specific focus on including more health organizations. For example, 1,000 Friends of Maryland, Blue Cross Blue Shield (Minnesota), Children's Hospital of Colorado, Kentucky Youth Advocates, Michigan Fitness Foundation, National Association of Chronic Disease Directors (Georgia and Florida), University of New Orleans (Louisiana), Prevention Connections (Virginia) and YMCA of Middle Tennessee led the state networks in their respective states.

This growing diversity was also reflected within the state network partners themselves, as new types of stakeholders were identified and recruited through the activities and outreach of state networks. Here is a selected example of the participating partners in the Florida state network:

1000 Friends of Florida	Florida Department of Health—Office of Injury Prevention	Orange County (Planning, Public Schools and School Safety Departments)
All Children’s Hospital	Florida Department of Transportation—Roadway Design Office	Palm Beach County Parks and Recreation
Alliance for a Healthier Generation	Florida Department of Transportation—State Safety Office	Pinellas County Health Department, Office of Health Promotion and School Health
American Planning Association, Florida	Florida Division of Federal Highway Administration	Rails-to-Trails Conservancy, Florida
Bicycle/Pedestrian Advocates of Sarasota	Florida Metropolitan Planning Organization Advisory Council	Sarasota County Health Department, Community Health Improvement Partnership
Bike Walk Lee	Florida Parent-Teacher Association	St. Joseph’s Children’s Hospital
Broward County Metropolitan Planning Organization	Florida Police Chiefs Association	St. Lucie County School Board
The Corrandino Group	Florida Public Health Association	Sprinkle Consulting
Center for Urban Transportation Research University of South Florida	Florida School Boards Association	Tallahassee-Leon County Planning Department
East Central Florida Regional Planning Council	Florida Sheriffs Association	TranSystems
Florida A & M University, School of Architecture	Florida State University, College of Social Sciences, Urban and Regional Planning	University of Florida, Department of Urban and Regional Planning
Florida Bicycle Association	Florida Traffic and Bicycle Safety Education Program	University of Florida, Florida Transportation Technology Transfer Center
Florida Department of Community Affairs—Division of Community Planning	Get Active Orlando	University of Miami School of Medicine, WalkSafe and BikeSafe Programs
Florida Department of Education—Office of Healthy Schools	Green Mobility Network	Volusia County Health Department, Office of Chronic Disease Prevention and Wellness
Florida Department of Education—Office of Educational Facilities	Healthy Jacksonville	Volusia County Schools
Florida Department of Education—School Transportation Management	Health Masters Club, Inc.	Volusia Transportation Planning Organization
Florida Department of Environmental Protection—Office of Greenways and Trails	Hoke Design, Inc.	Walkable and Liveable Communities Institute, Inc.
Florida Department of Health – Division of Environmental Health	Jackson Memorial Hospital	Winter Park Health Foundation
Florida Department of Health—Division of Family Health Services, Bureau of Chronic Disease Prevention and Health Promotion	MORE Health, Inc.	
	Naples Pathways Coalition	
	National Association of Chronic Disease Directors—ACHIEVE Initiative	

Leveraging Funding

State networks influenced the distribution of more than \$100 million in Safe Routes to School funds within the 20 states. By replicating the best practices of other successful state programs; consulting evidence-based research; conducting outreach; and collaborating with other agencies, advocates and experts; state networks worked to ensure that these critical funds were spent on infrastructure and programs with significant and lasting benefits to children, especially in lower-income communities. In addition, many networks were able to

leverage dollars from other federal, state or local funding sources, such as the CDC, state and local departments of health, and foundations.

By changing the way that transportation planners and engineers prioritized their substantial transportation-related funds, networks were able to leverage transportation funding from federal programs much larger than the Safe Routes to School program, including Transportation Enhancements and the Highway Safety Improvement Program.



Policy Change

This section of the report details the policies that the state networks worked on, including key policy wins from each of the 19 network states and the District of Columbia. Each section begins with an overview of a policy category (including state Safe Routes to School programs, policies creating street-scale improvements for walking and bicycling, school siting and joint use agreements, supporting lower-income communities and improving personal safety), followed by several examples of state network successes to improve or create that type of policy in their state. In addition, a local success story is listed below many policy examples, to illustrate the local effects of state-level policy work.



State Safe Routes to School Programs

The federal funds for Safe Routes to School flow from the Federal Highway Administration (FHWA) to the state DOTs. How the state DOTs administer the federal funding has a profound impact on the quality of local infrastructure and programs and whether the funding reaches underserved communities. This is critical because of the potential for the Safe Routes to School funding to increase physical activity among children, especially those most affected by or at the

greatest risk for childhood obesity. Networks worked with state DOTs to make sure that the safety and convenience of bicyclists and pedestrians was prioritized within their funding and policy decisions. Networks provided guidance on application guidelines, outreach and implementation processes and raised awareness of the program among potential applicants, especially in lower-income communities.

Hawaii

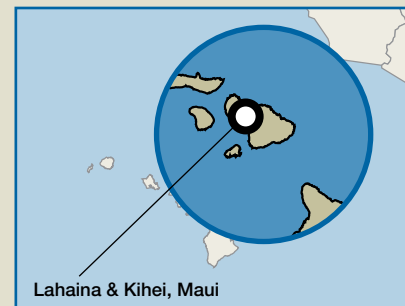
Hawaii was ranked last among all 50 states for the percentage of federal Safe Routes to School funds awarded to local applicants. Two statewide requests for proposals were issued between 2007 and 2009, but as of April 2011, only five local non-infrastructure projects had been awarded funds. In April 2011, the Hawaii network worked with Senator Daniel Akaka's office to craft a letter signed by all members of the Hawaii congressional delegation, which was delivered to Governor Neil Abercrombie on May 10, 2011, asking him to take urgent action to spend these valuable federal funds to improve the health and safety of children. The Hawaii network also got a similar letter signed by all four Hawaii mayors representing the four island counties (Hawaii, Honolulu, Kauai and Maui). At a subsequent meeting on May 12, 2011 organized by the Hawaii network, the Hawaii Department of Transportation

(HDOT) announced that it would award contracts for nine infrastructure projects to improve street-scale safety for children walking and bicycling, hire a full-time state Safe Routes to School coordinator and release a call for applications in early 2012 for the remaining Safe Routes to School funds. Local contracts for the nine Safe Routes to School infrastructure projects were reviewed in summer 2011 by the attorney general's office and the HDOT contracts office, and these projects should soon advance to the construction phase.

The Hawaii network was also asked by the Governor's Highway Safety Council to become the Safe Routes to School Statewide Advisory Committee to help provide third party review of Safe Routes to School projects.

Local Success:

In June 2011, HDOT announced an award of \$608,000 in federal funds for four Maui Safe Routes to School projects. The work will include sidewalks, crosswalks and street signs in areas near Kamali'i Elementary in Kihei and Princess Nahi'ena'ena Elementary School in Lahaina.



Maryland

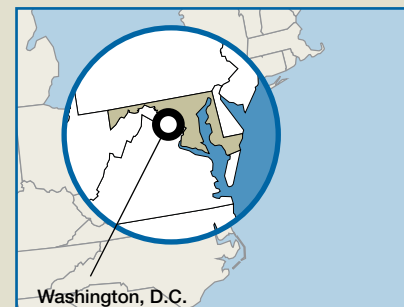
In order to better support the processing of infrastructure project applications through the state Safe Routes to School program, the Maryland network successfully pushed for and continues to support better coordination between the Maryland Highway Safety Office and the Office of Highway Development, and wrote to the State Highway Administration expressing support for this collaboration and the intent to monitor its implementation. The Maryland network also advocated that the Safety Office focus the Safe Routes to School program on lower-income communities and engage groups working with those communities to provide financial support and technical assistance. In September 2010, the state Safe Routes to School program hosted a pre-application workshop. The network was

instrumental in providing outreach and promotion for the workshop and subsequently every county in Maryland sent a representative to participate. The network presented at the seminar and created an e-mail listserv for Safe Routes to School grant recipients to communicate with each other about challenges, best practices and upcoming events. The impact of these efforts became clear with an award of nearly \$3.5 million in Safe Routes to School funding in spring 2011, when two of the state's largest jurisdictions received major grants for infrastructure improvements that will benefit schools serving mostly lower-income students.

Local Successes:

An award of \$897,800—the largest grant in the Maryland program's history—to Prince George's county in suburban Washington, D.C., marked the culmination of collaborative efforts by the Maryland network and the Maryland Highway Safety Office to build contacts and encourage the jurisdiction to apply for Safe Routes to School funding. The county will build 17,220 feet of sidewalks—as well as crosswalks, wheelchair ramps and signage—for elementary schools where the majority of students come from lower-income families.

Baltimore City, Md. received \$473,400 in Safe Routes to School funding for crosswalks and pedestrian countdown signals and to implement a large-scale walking school bus program set to be rolled out in fall 2011 at multiple schools.



Minnesota

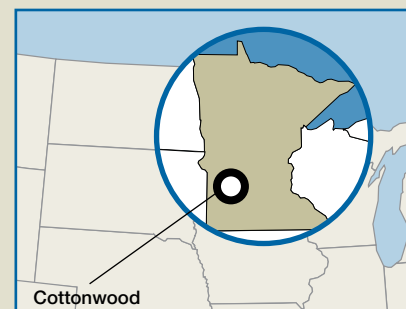
In 2010 the Minnesota network worked closely with the transportation coordinator at the Minnesota Department of Health to review state policies impacting Safe Routes to School. The coordinator is funded through the CDC and the coordinator's scope of work specifically focuses on a long-term policy strategy to make Safe Routes to School funding and programming more sustainable and less reliant upon federal dollars. Since Minnesota's obligation of Safe Routes to School funds was only at 41 percent as of fall 2010, the Minnesota network identified the timely and effective obligation of Safe Routes to School funds as a state strategy to improve getting funding to local Safe Routes to School programs. The network was invited to meet with the Minnesota DOT commissioner in early January 2011. During this meeting the commissioner agreed to review the Safe Routes to School program process and structure to get more projects constructed quickly. The Minnesota network was asked to provide strategic planning recommendations for improvement of the state's Safe Routes to School funding program.

During Minnesota's spring 2011 Safe Routes to School funding application cycle, the Minnesota network conducted statewide outreach and consulted and advised five communities and one regional development commission regarding the application process. By June 2011, the state reported receiving more than 80 funding applications.

In June 2011, the Minnesota network was asked to partner with the Minnesota Elementary School Principals Association during their upcoming February 2012 conference with the theme of health and its connection to improved academic achievement. The network will provide expertise on Safe Routes to School and will identify opportunities and resources for school principals.

Local Success:

Lakeview School is a public pre-k through 12th grade school in Cottonwood, Minn. Cottonwood Lake separates the school and the town, and the students who walked or biked to school were only able to use a busy country road around the lake, which made the trip difficult and unsafe. As a result, only about 25 students walked or biked to and from school each day. In 2008, the town of Cottonwood received \$87,575 in Safe Routes to School funds from the Minnesota DOT; \$3,000 was used for educational and promotional activities, and the remainder was to be used to construct a path around the lake, which was completed in 2009. Before the construction of the path, only about five percent of Lakeview students walked or biked to school. Today 11 percent of students use the path at least once per week and an additional 13 percent use the path at least once per month to walk or bike to school and for other recreational purposes. Students are not the only ones to take advantage of the path: In the evenings, large numbers of individuals and families use the path for jogging, walking or bicycling.



Pennsylvania

In early 2011, the Pennsylvania network calculated that it would take until 2018 for all of the state's current Safe Routes to School funding to get into the hands of local communities at the slow rate that the Pennsylvania Department of Transportation (PennDOT) was proceeding with grant awards and obligation. The Pennsylvania network also learned that the state Safe Routes to School coordinator was only working on an interim basis, had been working only part-time for nearly a year and also served as the interim coordinator for the larger Transportation Enhancements program. Yet according to the federal law authorizing the Safe Routes to School program, "Each State receiving an apportionment under this section for a fiscal year shall use a sufficient amount of the apportionment to fund a *full-time position of coordinator* of the State's safe routes to school program." (emphasis added)¹⁶

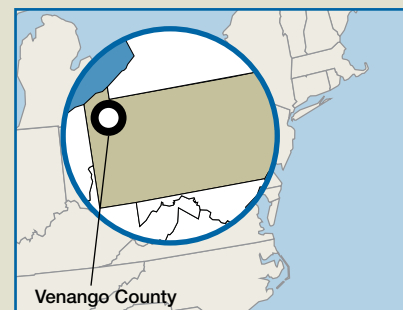
Armed with this knowledge, the Pennsylvania network began a campaign to speed up the funding processes and to make the coordinator a full-time position. Prior to a scheduled February 2011 meeting, a letter was sent by the Pennsylvania network to the PennDOT deputy director citing the federal law that requires a full-time

state Safe Routes to School coordinator. At the February meeting the deputy director committed to making that happen. The Pennsylvania network met with the PennDOT director in August 2011 to follow up on its previous commitments. The job of the Safe Routes to School coordinator is now a full-time position. The network anticipates that a non-infrastructure call for applications will take place in fall 2011, and a call for infrastructure applications will take place in spring 2012.

The Pennsylvania network also reached out to members of the Pennsylvania General Assembly during the annual Pennsylvania Walks and Bikes conference on May 5, 2011, and educated the leadership about the delayed status of Safe Routes to School funding in Pennsylvania and the importance of this critical program. Outreach to the Pedestrian and Pedalcycle Advisory Committee, the official state advisory committee on bike and pedestrian issues, resulted in a resolution passed by the committee on June 2, 2011, requesting that PennDOT prioritize the obligation of existing Safe Routes to School projects and offer another application cycle to local communities.

Local Success:

Utica Elementary School in Venango County, Pennsylvania, was awarded \$385,300 in 2009 to build sidewalks and curb ramps leading to this small, community-based school. The project, which was completed on time and under budget, was the first federally-funded Safe Routes to School infrastructure project built in Pennsylvania.



Complete Streets

Complete streets policies encourage or require local and/or state jurisdictions to consider and address the needs of bicyclists, pedestrians and transit users in the planning, design, construction and maintenance of all roadway and transit facilities. These policies ensure that bicycle and pedestrian safety is considered from the inception of a transportation project, rather than something to be added

later through more expensive retrofitting projects. The end result is more street-scale facilities for safe and healthy physical activity in neighborhoods and on routes to school. Networks work to get complete streets policies into state and regional transportation agency policies and procedures, and to ensure implementation.

Florida



Florida Statute 335.065 states that, "...bicycle and pedestrian ways shall be given full consideration in the planning and development of transportation facilities, including the incorporation of such ways into state, regional and local transportation plans and programs..."

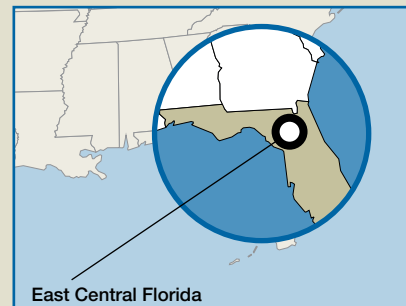
In order to facilitate implementation of this law, the Florida network worked with Florida's Regional Planning Councils, with the East Central Florida Regional Planning Council taking the lead, to incorporate policies that support street scale improvements around schools. The Florida network's complete streets action team convened in December 2010, and met with representatives from the Florida Regional Planning Councils on January 10, 2011, to promote the inclusion of street-scale improvements and Safe Routes to School policies into the Strategic Regional Policy Plans.

The Florida network also identified Florida's Metropolitan Planning Councils as another powerful government entity that can implement the statute, and began working with the Florida Metropolitan Planning Organization Advisory Council in 2010. The Council's Governing Board approved a resolution in July 2010 that "supports the due consideration of bicycle and pedestrian accommodation on all transportation projects built or maintained in the State of Florida."

The Florida Metropolitan Planning Organization Advisory Council invited the East Central Florida Regional Planning Council, representing the Florida network, to present on Safe Routes to School and complete streets at their meeting on July 28, 2011.

Local Success:

The East Central Florida Regional Planning Council, in 2011, is the first planning council in Florida to include objectives in their Strategic Regional Policy Plan that focus on Safe Routes to School and complete streets, while encouraging local municipalities to include Safe Routes to School and complete streets strategies into their Comprehensive Plans. This landmark plan will ensure that bicyclists and pedestrians will be considered when local transportation projects are planned and constructed.



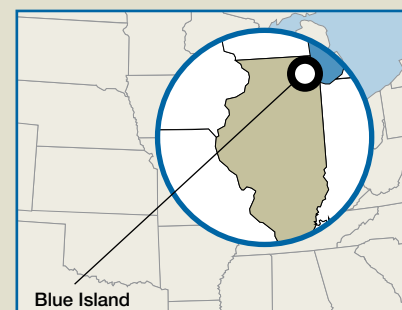
Illinois

In 2007, just prior to the formation of the Illinois network, soon-to-be network partners led the way on a successful complete streets bill (S.B. 314), and negotiated wording that requires that bicycle and pedestrian ways will be established as part of all major Illinois Department of Transportation (IDOT) road construction projects within one mile of an urban area. The law went into effect immediately for project planning and was required for all applicable construction beginning July 1, 2008. Following its enactment, the Illinois network and the two lead co-sponsors, Representative Elaine Nekritz and Senator Edward Maloney, sent a letter to IDOT Secretary Milton Sees requesting expeditious creation of a complete streets implementation plan. IDOT's draft complete streets policy was first released in 2009; the draft contained IDOT's first-ever Bikeways Table, which includes a list

of appropriate types of bicycle facilities that can be installed in Illinois, but did not address important issues such as the local community's cost share. In 2010 the Illinois network met with IDOT officials three times and provided comments on the policy. IDOT then released a second draft of its design manual that now included new ratios for cost sharing and bikeway improvements. Prior to the network's guidance on the design manual, IDOT only allowed for paved shoulders on roads to accommodate bikes. Now there are also warrants for installing bicycle lanes and side paths. IDOT also agreed to increase its sidewalk funding formula from 50/50 to 80/20—local communities now only pay 20 percent of the cost of sidewalk installation. The Illinois network continues to monitor implementation of the IDOT complete streets policy.

Local Success:

Blue Island, Ill. has a nearly completed sidewalk network connecting people to transit, and the city has had a long history of providing accommodations for bicyclists in their municipal code. Blue Island also has worked to encourage more students to walk and bike to and from school and has received Safe Routes to School grants to create better connections. In July 2010, the city council voted to make Blue Island the first community in Illinois to enact a complete streets policy as an ordinance, as opposed to an executive order, resolution or part of a plan, making complete streets a legal requirement. The ordinance will help Blue Island support work they are already doing, like Safe Routes to School. It also will help them work with state and county transportation departments to encourage connectivity and create a network of truly complete streets.



Louisiana

The Louisiana network participated in a legislatively mandated (S.C.R.110) workgroup resulting in the Louisiana Department of Transportation and Development (DOTD) adopting, in June 2010, a statewide complete streets policy. The purpose of the workgroup was “to develop a complete streets policy on the design and construction of thoroughfares that maximize use by all Louisianans whether they choose to bike, walk, ride transit, or drive a car, to identify implementation strategies both internal to DOTD and external, and to build on the on-going efforts of the Department of Transportation to create a complete and multi-modal transportation system for the State of Louisiana.”

After meeting four times, the workgroup presented their draft findings to the Secretary of Transportation for his consideration and presentation to legislative committees. According to a statement by the Louisiana chapter of

the American Planning Association, “The Statewide Bicycle and Pedestrian Master Plan was able to identify shortcomings in existing practices and bring these concepts in Louisiana to the forefront. The complete streets workgroup quickly moved this effective plan through the...process, and will now institutionalize a multi-model aspect to all state transportation projects.” The DOTD-adopted complete streets policy aims to “create a comprehensive, integrated, connected transportation network for Louisiana that balances access, mobility, health and safety needs of motorists, transit users, bicyclists and pedestrians of all ages and abilities, which includes users of wheelchairs and mobility aids.” All projects using state or federal funding will be subject to the policy, with five defined exceptions. The policy has been ranked the second best of its kind in the nation by the National Complete Streets Coalition.

Local Success:

The Louisiana network also developed a complete streets advisory committee for the Greater New Orleans Metropolitan Region through the Regional Planning Commission. The committee is working on drafting a complete streets policy for adoption by the Metropolitan Planning Office in late 2011. In August 2011 the New Orleans City Council passed Resolution R-11-338 directing the Council’s Transportation Committee to draft a complete streets ordinance, thereby institutionalizing complete streets in New Orleans at local, regional and state levels. District “C” Councilmember Gisleson Palmer said, “As Chair of the Transportation Committee, I am committed to the development of a Comprehensive Streets Policy that fully integrates all aspects of transportation and infrastructure development. This policy initiative will ensure that the City’s transportation system is efficient, innovative and works today, tomorrow and in the future.”



Michigan

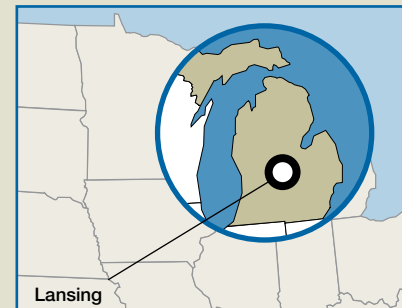
In January 2010, there was only one complete streets ordinance and three resolutions that had been adopted by communities in the state. Beginning in February 2010, the Michigan network became a prominent part of an active coalition of organizations successful in significantly increasing the number of complete streets ordinances around the state. By April 13, 2011, 32 communities in Michigan had adopted an ordinance or a resolution, and as of May 15, 2011, there were 39 complete streets ordinances and resolutions, which will result in many more street-scale improvements within communities. This gives Michigan one of the highest numbers of local complete streets policies in the nation.

In August 2010, Governor Jennifer Granholm signed Public Act 135, which amends Public Act 51 of 1951 governing the expenditure of state transportation funding, and Public Act 134, which amends the Michigan Planning Enabling Act, making Michigan the

14th state to pass complete streets legislation. In a letter to department staff the Michigan DOT director wrote that, “The transportation world is changing. We can face this change fearfully, or with confidence. In my five years as director, we have faced many challenges, adapted to change and are a better organization for doing so. I am confident we can rise to the challenge of implementing the new complete streets law—in letter and spirit—and emerge a stronger organization and ultimately, a better state.”

Local Success:

Lansing, Mich., adopted the first complete streets ordinance in Michigan, and in the summer of 2012, a \$2.28 million “Complete Streets Transformation” will begin. Washington Avenue, a five-lane roadway that runs through Lansing’s historic REO Town commercial corridor, will be converted into a three-lane roadway, with dedicated bike lanes, wider sidewalks, landscaped medians, pedestrian bump-outs and mid-block crossings (traffic calming measures), other pedestrian-based enhancements and the installation of extensive green infrastructure for storm water management. The project is a showcase item for the city, which is hoping that a complete streets-oriented reconstruction will help spur investment in this economically distressed corridor.



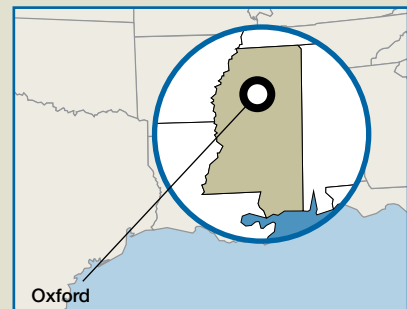
Mississippi

In 2010, the Mississippi network created a complete streets fact sheet and distributed it to municipalities and advocates throughout the state. This effort was accompanied by extensive outreach to build support for complete streets street-scale improvements. Since then, the cities of Oxford, Hernando, Columbus, Pascagoula and Tupelo all passed complete streets ordinances. The Mississippi Transportation Commission, following the lead of these cities, unanimously passed a resolution in April 2011 that requires the Mississippi DOT to create a policy to “consider the development of multipurpose trails and/or wide-paved shoulders during the planning phases of all new highways and the re-construction of existing highways in or near communities with areas of high demand for recreational facilities.” This resolution will help move Mississippi toward a more integrated bicycling and walking network and, in turn,

allow more children to walk and bicycle to school and in their daily lives. Dick Hall, Central Mississippi Transportation Commission chairman and Mississippi network partner, stated in a press release, “...our staff will now be required to evaluate the possibility of incorporating construction of either a multi-purpose trail or dedicated pathway adjacent to new road construction or reconstruction of existing highways. This is a big step for cyclists, runners and walkers in Mississippi. Currently our state is not as well equipped as some others in catering to the needs of pedestrian and cycling transportation—with this resolution future generations of Mississippians will benefit from the policy we put in place, and I’m proud to take part in establishing this initiative.” The Mississippi network will continue to ensure the implementation of the resolution.

Local Success:

Upon passage of a complete streets ordinance in 2010, the city of Oxford, Miss., constructed a median and three raised crosswalks. The median was built to calm traffic around the city’s middle school and the crosswalks were constructed to allow children to safely cross the street from the middle school to the Boys and Girls Club.



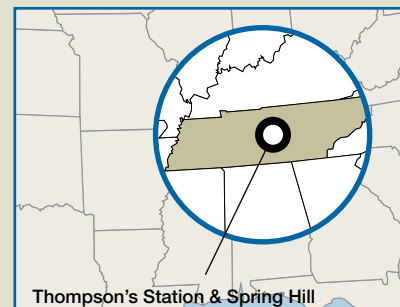
Tennessee

The Tennessee network's complete streets action team developed a presentation about the important connection between Safe Routes to School and complete streets policies. In the summer of 2010, the Tennessee network launched a series of hour-long "lunch and learn" workshop sessions to educate policymakers and other leaders throughout the state on the benefits of complete streets policies at local, regional and state levels. They are now looking into using this model for educating decision-makers on other Safe Routes to School-related topic areas. Currently in Tennessee, the following cities and regions have complete streets policies, most of which were created since the Tennessee network began its efforts in January 2010:

- Tennessee Department of Transportation
- Knoxville Regional Transportation Planning Organization
- City of Knoxville
- Chattanooga-Hamilton County Transportation Planning Organization
- City of Hendersonville
- Sumner County
- City of Nashville
- Nashville Metropolitan Planning Organization

Local Success:

Thompson's Station, Tenn., a rural community of about 1,500 citizens, received a Safe Routes to School grant from the Tennessee state program for installation of a sidewalk between Heritage Elementary School and adjoining Heritage Middle School. The neighboring town of Spring Hill, which has a population of about 30,000 and is a fast-growing city in Tennessee, wanted to connect to Thompson's Station through a raised pathway since many Spring Hill children attend the schools in Thompson's Station, but dangerous road conditions prohibited children from walking or bicycling to school. Spring Hill applied for a \$69,000 state Transportation Enhancement grant to build a connection from Thompson's Station's new sidewalk to a neighborhood in Spring Hill. Tennessee Governor Bill Haslam visited Spring Hill to award them with the grant and recognized their efforts to connect their schools and communities. In addition, a local nonprofit organization, Outdoor Encounter, raised money through grants and private donations to build a pathway that connects two nearby parks to the schools. The pathway was completed and the grand opening celebration was held on August 15, 2011.



School Siting and Joint Use

In 1969, 41 percent of children lived within one mile of a school; in 2009 only 31 percent lived that close.¹⁷ Statewide policies on where schools are located, minimum campus acreage requirements, joint use of facilities and funding formulas on renovation versus new construction, can profoundly impact the percentage of students who live within walking or bicycling distance of their school, or have access

to school facilities after school hours.¹⁸ Networks educate decision-makers and state agencies about the benefits of community-centered schools, facilitate cross-agency collaboration and work to change policies to protect and encourage community-centered schools and to promote joint use policies.

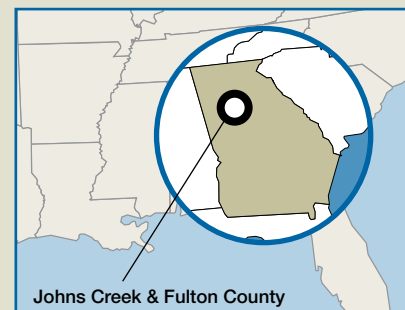
Georgia

In fall 2009 the Georgia network received funding from the Environmental Protection Agency and National Trust for Historic Preservation's Helping Johnny Walk to School Project to examine policies and practices in Georgia that are barriers to community-centered schools, and make recommendations for change. The resulting *Georgia School Siting White Paper* was finalized in March 2011, and the Georgia network subsequently met with the state Department of Education to discuss the report's findings. At around the same time, the Atlanta Regional Commission began planning an Atlanta-area regional workshop on school siting issues. The Georgia network saw an opportunity to bridge the two independent projects and the two agencies partnered with the Georgia network on a statewide workshop on October 14, 2011. *Building Schools, Building Communities—A School Siting Symposium* brought together decision

makers, leaders and planners from local school districts, advocacy groups, and state and local government for a symposium on the factors that influence school siting decisions in Georgia. The workshop explored alternatives for enhancing collaboration around school siting through policies and actions on the local, regional and state level; facilitated discussion about how schools and communities can work together to “create thriving, vibrant places to live in the Atlanta region and throughout the state;” and explored strategies and best practices including multi-modal access, environmental protection, high-performance buildings, schools as community centers, and co-location and joint use. The Georgia Department of Education's Facilities Services staff expressed an interest in including the Georgia network's recommendations in its state guidelines for school construction.

Local Success:

On August 3, 2011, the city of Johns Creek, Georgia, and the Fulton County Board of Education approved a joint use agreement for River Trail Middle School and Shakerag Park. River Trail Middle School will use the athletic fields, track and park facilities located in Shakerag Park during school hours, and Fulton County will use the softball fields, tennis courts, outdoor basketball court, sidewalks, driveways and parking areas located on the middle school property after school hours. The agreement lasts until July 5, 2050. Both parties agreed to maintain and clean up after use, with no fees charged, and both parties will maintain and repair their own facilities.



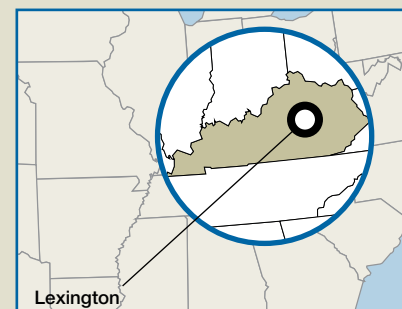
Kentucky

The Kentucky network is working to promote joint use policies and agreements that allow schools and communities to partner together to share recreational facilities, with a special focus on how joint use agreements benefit urban and rural areas, especially for lower-income communities that may not have adequate recreational facilities. In 2009, the Kentucky network jump-started the issue by developing a fact sheet called *Joint-use Policies in Kentucky*, which it distributed statewide through various e-mail listservs and other channels. In March 2010, the Kentucky network continued to conduct outreach and educate policymakers by hosting a statewide webinar on joint use agreements. In addition, the Kentucky network spoke on joint use agreements to nearly 100 participants at the Kentucky Coordinated School Health Institute in July 2010.

Kentucky network partners, including Kentucky Youth Advocates, the Kentucky Cancer Consortium and the Kentucky chapter of the American Heart Association collaborated in September 2010 to win a five-year, \$175,000 grant to build on the joint use policy efforts of the Kentucky network. A significant portion of this grant will fund a statewide baseline assessment of joint use agreements across Kentucky. The partners will then gather input on joint use policy barriers and opportunities and provide technical assistance to support schools in developing their own agreements. Finally, the Kentucky network will develop a set of recommendations on how policymakers can encourage and fully take advantage of joint use of schools and community facilities.

Local Success:

William Wells Brown Elementary, which was built for joint use of its facilities, is located in a lower-income area of Lexington, where 96 percent of the students qualify for free or reduced-price meals. The county parks and recreation department and public school district signed a joint use agreement, which protects the school from liability and allows community activities in the school facility, including classes about financial literacy, adult wellness and healthy cooking.



Maryland

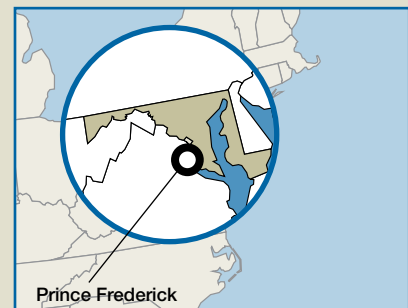
With passage of the 1997 Smart Growth and Neighborhood Conservation Act, Maryland began to direct more of its school construction funding to the rehabilitation or replacement of existing schools to ensure that facilities in older neighborhoods were of equal quality to new schools in new neighborhoods. But unlike roads and other growth-related infrastructure, which can only be built inside existing developments in Maryland to discourage sprawl, schools didn't have to be built within existing communities in order to secure state funding. The Maryland network developed a multi-pronged strategy in September 2010 to address this issue, which began with a presentation to state and county facility planners. The presentation focused on supporting children walking and bicycling to school, and the importance of ensuring that school district facility planners and transportation offices coordinate plans for school facilities. The Maryland network also began working closely with partners who are members of the state's Interagency Committee on Public School Construction, including the committee's executive director and key leadership staff of the affiliated Maryland Department of Planning and State Department of Education. The Maryland network helped identify ways to improve school siting by providing input on metrics used in evaluating school construction and renovation sites and by encouraging information-sharing about the

transportation network surrounding potential school sites (including how students are expected to get to school and the estimated school bus transportation costs for all projects—new schools and renovations—seeking state capital funds). The network also engaged key state agency staff to help research how school siting decisions could increase physical activity and promote active living.

On July 6, 2011, the Maryland Board of Public Works voted to launch a 30-day review of proposed school siting regulations that require new and replacement schools to meet the same smart growth criteria as other state-funded infrastructure, closing the school location loophole from the 1997 Smart Growth Act. The new rules would prohibit approval of school sites and state funding for school construction outside designated "Primary Funding Areas," which are a type of urban growth boundary, unless the project qualifies for a waiver. By requiring that schools be built within existing communities, the state can use its funding as an incentive to ensure that schools are located within walking and bicycling distance of where students live. A final decision on the new regulations is expected in October 2011.

Local Success:

One model school site lies in Prince Frederick, the county seat of Calvert County in southern Maryland, where a new middle school opened in fall 2010. The school is located on property adjacent to a high school that's being renovated in stages. Both schools form the heart of a planned "town center," within an easy walk to shops, a new county aquatic center, a library and planned residential neighborhoods. Calvert Middle School earned Governor Martin O'Malley's designation as a "Smart Site" in 2009. And county planners, the school district's director of construction and state planners—all active Maryland network partners—regularly hold up this school siting story as a model.



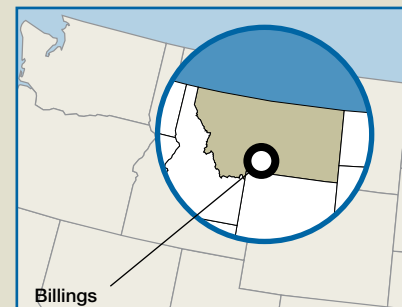
Montana

School siting has been a priority of the Montana network since its inception in January 2010. The network worked diligently to bring the best national practices and policies to Montana in an effort to modify the state's current policies; the Montana state network organizer is a Billings, Mont., school board member who has been a strong advocate for school-based health initiatives. Montana faces the issue of school closure and consolidation, which negatively affects the ability of children to walk or bicycle to school, since school closures result in increasing the distance that many students must travel to school. A Montana network action team was established and worked with a university researcher, the Montana School Boards Association and the School Administrators of Montana to create and distribute a statewide survey about school facilities planning, in order to assess current practices

in school siting. The Montana network orchestrated meetings with key organizations to garner feedback on a model school siting policy and to help school districts make the connection between school location, education, health, transportation and the environment. The network also worked with the Montana Department of Commerce, local city planning departments, health departments, housing and urban development agencies and local school districts to establish a model school/city collaborative school siting planning process in order to maximize school district resources and improve outcomes for education, health, transportation and the environment.

Local Success:

In Billings, Mont., the Montana network conducted research on the number of children living near schools being considered for closure. The data showed that the town core had 353 students per mile, but the proposed site for a new school only had 27.5 per mile. This data prompted the school board to change its school siting policy. The board's new policy requires partnering with the local health department on completing health impact assessments of all their elementary school sites; beginning to hold meetings of city, school district, transit and housing officials to plan collaboratively and find ways to meet their sustainability goals; conducting listening sessions; and reconsidering all of the previously developed school facilities plans.



Supporting Lower-Income Communities

Safe Routes to School provides funds for state DOTs to make grants to schools and communities to increase walking and bicycling and improve safety. However, not every community has the leadership resources or expertise needed to take advantage of this opportunity. The Safe Routes to School National Partnership has been working with state agencies to develop and implement methods to help lower-income schools and communities secure infrastructure and program grants through providing technical assistance, trainings,

engineering services, planning grants and by allowing local paid Safe Routes to School coordinators to be eligible for funding from the state. Networks educate state DOTs on the need for lower-income communities to receive financial and technical assistance, analyze what steps, if any, the state has taken to help lower-income communities and work with agencies to ensure that lower-income communities are able to successfully and equitably secure grant awards to improve built environments and community access to schools.

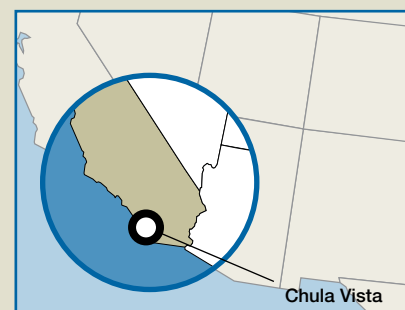
California

Early in 2010, the California network worked with *Active Living Research*, a national program of the Robert Wood Johnson Foundation, and the California Department of Health to provide requested information to Governor Arnold Schwarzenegger's office about how lower-income communities should be better served through the state Safe Routes to School program. In February 2010, as part of his childhood obesity initiative, the governor issued a directive to the health and transportation departments to produce a report on how they would address the challenge of equal funding distribution. The director of the Safe Routes to School National Partnership, who serves as chair of the California network, was invited to attend a press event in Los Angeles in February 2010 with Governor Schwarzenegger and former President Bill Clinton, where the governor spoke about reversing childhood obesity and outlined policy actions to support this effort, including Safe Routes to School. The California

network monitored the progress of the equity report and encouraged its timely release. The report was released on November 30, 2010, and shows that the percentage of lower-income schools being funded is in fact higher than the percentage of schools being funded overall. Even with that positive result, the report pledged the state's support to continue to increase the percentage, and to provide more technical assistance to lower-income schools and communities. The California network has since been working with the California Department of Public Health, which received a grant from the California Department of Transportation (Caltrans) to provide Safe Routes to School technical assistance to communities around the state, with a distinct focus on serving lower-income communities. The California network has also been collaborating with the California Pan-Ethnic Health Network and PolicyLink on Safe Routes to School and equity issues.

Local Success:

The city of Chula Vista, Calif., a city near San Diego with a 58 percent Hispanic/Latino population, won a \$600,000 federal Safe Routes to School infrastructure grant for improvements in the neighborhoods surrounding Otay and Rice elementary schools, including pedestrian medians, curb extensions, curb ramps, flashing beacons, a mid-block crosswalk with zebra striping and school zone signage. The Chula Vista Elementary School District was awarded a \$499,025 Safe Routes to Schools non-infrastructure grant to promote walking or biking to school at 17 elementary schools. By the end of the two-year grant period, the district anticipates a ten percent increase in walking and bicycling to school at both schools and for decreases in car traffic volumes and childhood obesity rates.

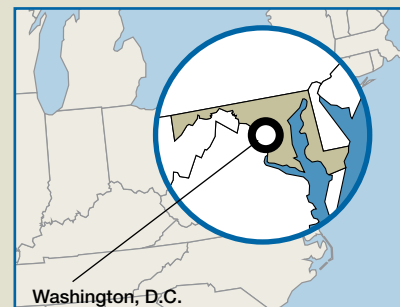


District of Columbia

In conjunction with the District Department of Transportation's Safe Routes to School program, the District of Columbia (D.C.) network prepared a Safe Routes to School frequently-asked-questions document for distribution in early 2010 to the school principals in all of D.C.'s lower-income communities, whose residents make up a majority of D.C.'s total population. The D.C. network also met with the Department of Education chancellor's office to garner their support for the Safe Routes to School program, and conducted outreach throughout the district to encourage school officials and parent volunteers to apply for funds. Due in part to this outreach, 13 lower-income schools applied for and received Safe Routes to School funds in 2010.

Local Success:

Whittier Education Campus is a school located in Ward 4, a lower-income neighborhood in Washington, D.C. Thanks to funds from the city's pilot Safe Routes to School program, new sidewalk sections were put in place on streets that provide direct access to the school and for the high school across the street. These new sections provided needed connectivity and eliminated a number of trip hazards. The program also includes other elements; for example, third grade students received hands-on pedestrian and bicycle safety education in their physical education classes, and encouragement events were conducted to build participation in walking and bicycling to school.



Louisiana

In the fall of 2009 the Louisiana network conducted a review of the literature on best practices to assist lower-income communities in acquiring project funding. A brief on transportation equity and its application to Safe Routes to School in lower-income communities was prepared by the network and shared with the state program; it identified four key practices to ensure that Louisiana's lower-income communities could better access Safe Routes to School funding. In order to demonstrate to the state the positive effect of providing technical assistance to underserved communities, especially those in coastal areas affected by Hurricane

Katrina and its aftermath, the Louisiana network provided the brief to lower-income communities throughout the state and began providing limited technical assistance to prospective applicants beginning in January 2010. The Louisiana network continues to advocate for changes in the DOT policy.

Local Success:

The network formed a diverse stakeholder team to assist a community organization in a violent and impoverished neighborhood of New Orleans in applying for Safe Routes to School funds for Harney School, where 96 percent of the student population is eligible for free or reduced lunch. The application was successful and in March 2010 Harney School was awarded \$285,000 for engineering improvements for pedestrian and bicyclist safety in high-priority areas and to provide secure bicycle parking, along with safety signage and a traffic safety education program. The Louisiana network will continue to work with Harney School to advance the implementation of their project and use this work as a model for outreach to other lower-income community schools.



Missouri

Recognizing the need to ensure that the Safe Routes to School is reaching lower-income communities in Missouri, the state network convened an action team in early 2010. Key partners on the action team included the Missouri Department of Transportation's (MoDOT) Safe Routes to School program, The Whole Person (a Kansas-City based disability rights organization), a retired Kansas City School District teacher and the Metro St. Louis Coalition for Equality. In summer 2010 the Missouri network began an intensive research project to identify how Safe Routes to School was benefitting lower-income and minority populations. Members of the lower-income communities' action team assimilated data related to each of the Safe Routes to School award recipients. Data from this research was analyzed and included in a report released to the public in November 2010. Initial findings indicated that schools in lower-income communities in Missouri were not applying for and receiving Safe Routes to School funding at the same levels as moderate- to high-income schools.

The Missouri network, armed with this new data, met with local leaders to determine the barriers to applying for funding in Missouri's lower-income communities. The network began working with MoDOT to develop a plan for improving outreach and funding to lower-income communities and presented the data and a list of policy recommendations to the state Safe Routes to School program and other decision-makers. In July 2011, MoDOT awarded \$3.4 million to 16 new infrastructure applicants in telling fashion: The awards for schools in lower-income communities increased more than five-fold in the July 2011 grant awards, while grant awards for schools with a greater-than-average percentage of students of color more than doubled in the same period. The Missouri network continues to work with MoDOT to further improve the distribution of funds to lower-income communities, including non-infrastructure funding.

Local Success:

In July 2011, the City of Northwoods, Mo., received \$250,000 from the Safe Routes to School to improve sidewalks, crosswalks and accessibility for students with disabilities in the immediate area of a neighborhood school. When completed, these improvements should increase pedestrian safety and encourage more students to walk and bicycle to school. The school is in one of the poorest areas in the state, with more than 98 percent of students—all of whom are racial or ethnic minorities—eligible for free and reduced-price lunch.



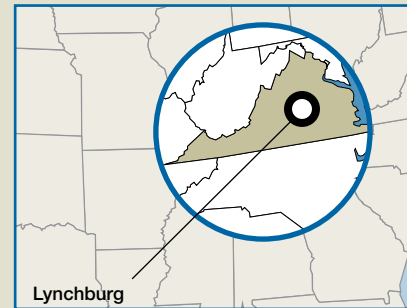
Virginia

In 2010, the Virginia network determined that lower-income communities needed financial assistance in planning and launching Safe Routes to School programs. Under the leadership of Prevention Connections—the nonprofit division of the Virginia Foundation for Healthy Youth—the Virginia network successfully leveraged \$150,000 in stimulus funding from the CDC through the Virginia Department of Health, in the form of \$2,000 mini-grants for up to 75 Title I (lower-income) schools throughout the state. Prevention Connections was contracted to establish a Safe Routes to School grant process and is administering the mini-grants, which are designed to provide seed money for schools to plan and implement a walk- or bike-to-school event, walking school bus program,

or educational program as an initial step toward developing a comprehensive program that will promote physical activity and prevent obesity. As of mid-June 2011, more than 50 awards had been distributed to schools in lower-income communities throughout the state. The 2011 mini-grant application cycle closed on September 30, 2011. Several of the schools had already sought additional funding from the Virginia Department of Transportation program to establish a comprehensive Safe Routes to School program during the state's call for applications in spring 2011; award notifications are anticipated in fall 2011.

Local Success:

Prior to 2010, schools in Lynchburg, Virginia had not actively promoted Safe Routes to School. However, six Title I schools in Lynchburg applied for funding through the Prevention Connections mini-grant program in 2010 to help them develop an action plan. That experience prompted three of the schools to apply for state Safe Routes to School funds through the Virginia Department of Transportation in the 2011 application cycle to implement programs and make street scale improvements around the participating schools. Final decisions on this application cycle are expected in fall 2011.



Personal Safety

The personal safety of students is paramount. The state network project, in January 2010, began to identify policy change opportunities that would increase personal safety for children walking and bicycling to school. State networks have always worked on policy change and funding that will improve traffic safety, but this new approach broadened our work and created new partnerships. The state network project leadership conducted research and convened partners to discuss crime in neighborhoods and interviewed experts in crime and bullying. We found that state-level policy work on personal safety is difficult and that this issue is best

tackled at the local level through schools, neighborhood safety groups and law enforcement. Safe Routes to School addresses personal safety through crossing guards, safety patrols and programs that involve adult volunteers leading a walking and bicycling “school bus.” A walking or bicycling school bus is a group of students walking or riding together under the supervision of one or more responsible adults, to and from school, along a predetermined route. This tried and true approach protects children from crime due to the presence of multiple eyewitnesses and adult leaders.

District of Columbia

The District of Columbia (D.C.) instituted a Safe Passages program at area high schools. The program consists of assigning additional police officers stationed on selected corners in patrol cars during high school dismissal time to foster confidence among students walking and bicycling from school and to deter crime and bullying. In October 2010, the D.C. network began working with the D.C. Department of Transportation and the Metropolitan Police Department to expand the program by adopting a model developed by the Illinois Safe Routes to School. In the new model, police officers will reach out to residents within an eight-block radius around schools in neighborhoods with high crime rates. Residents will volunteer to be either “eyes on the street,” corner captains at arrival and dismissal times, or school volunteers, tutors, or mentors. A 2010 survey of D.C. residents identified as many as 4,000 people who wanted to be a corner or yard captain. Police trainees, community volunteers and beat patrol officers will conduct door-to-door canvassing to recruit corner and yard captain volunteers and the D.C. network will provide door hangers to reach residents who are not home during the canvassing.

Kentucky

In summer 2010, the Kentucky network hosted a statewide webinar on the status of various issues of personal safety impacting children. The webinar was focused on exploring three main topics: public awareness of personal safety issues for children such as “stranger danger;” policies and programs that can increase personal safety such as Safe Routes to School and “walking school buses;” and other community responses to improving personal safety such as reducing traffic speeds near schools. On the morning of the personal safety webinar the Kentucky network organizer appeared on ABC36’s *Good Morning Kentucky* to discuss personal safety issues for children walking and biking to school and solutions such as Safe Routes to School.

Oklahoma



The Oklahoma School Safety Patrol program trains student leaders to help younger students safely negotiate intersections and street crossings near schools. The Oklahoma network partnered with the state Departments of Transportation and Health and AAA of Oklahoma to obtain funding from the CDC to expand the AAA School Safety Patrol Program from 220 schools to approximately 270 schools, and to maintain those programs for at least two additional years after initiation. By negotiating better purchase agreements, the Oklahoma network helped 15 more schools than originally planned to receive Student Safety Patrol equipment. The Student Safety Patrol program will be offered first to those schools that received Safe Routes to School awards from the first grant cycle; second choice will go to schools that received grants in the second cycle. Any remaining program materials will be offered to schools statewide on a first-come, first-served basis.

Virginia



Crossing guards can play an important role in increasing safety and encouraging children to walk to school, but many are volunteers with minimal training. As a result, the Virginia network worked to improve the skills and knowledge of crossing guards. Virginia network partners assessed existing crossing guard training programs. The Virginia network then developed a standardized training curriculum, which was submitted to the Virginia Department of Criminal Justice Services for certification. The project was completed in early 2011; crossing guards are now able to receive this required high-quality training, and to be certified with respect to protecting the safety of children walking and bicycling to and from school.



Other Policy Successes

California

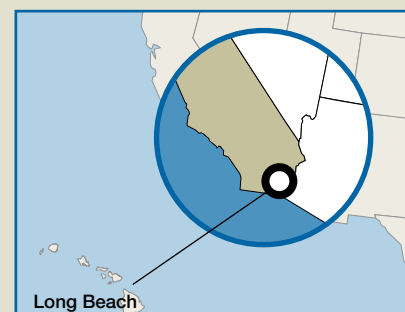
Highway Safety Improvement Program Funds

The federal transportation law (SAFETEA-LU), which was enacted in August 2005, established the Highway Safety Improvement Program as a core federal-aid program. Its purpose is to achieve a significant reduction in traffic fatalities and serious injuries on all public roads through infrastructure-related highway safety improvements. Since the amount of money in this federal funding category is ten times the amount of available in state Safe Routes to School funds, the California network worked with the California Department of Transportation (Caltrans) and the University of California, Berkeley to develop a safety index which measures walking and bicycling crash risks, to build the case that more money

should be made available for safety improvements that support physical activity. When Caltrans called for applications for safety funding projects, due December 7, 2010, the California network notified its partner list of more than 600 organizations and individuals and encouraged Californians to submit applications for bicycle, pedestrian and Safe Routes to School projects such as sidewalks, pathways, and street crossings. On February 23, 2011, Caltrans released the list of 179 projects approved for nearly \$75 million in federal funds; 39 percent of the projects included bicycle and pedestrian street-scale infrastructure improvements.

Local Success:

In March 2011, Caltrans awarded a \$900,000 federal Highway Safety Improvement Program grant to Long Beach, Calif., to improve the street-scale environment for pedestrians on busy Martin Luther King, Jr. Avenue. The city is reducing the number of automobile lanes from four to two and installing curb extensions, curb ramps and crosswalks while improving signal timing, which will make it much safer for pedestrians to cross and travel down the street.



Colorado

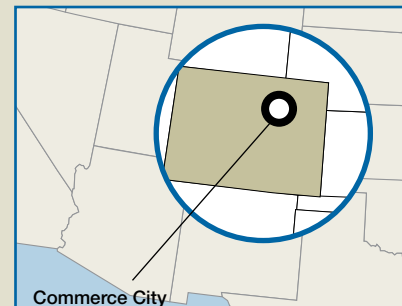
Legislation Implementation: Bicycle and Pedestrian Safety Education

The Safer Streets for Children bill (H.B.1147) was signed into law on June 10, 2010, “requiring the department of transportation, in collaboration with the departments of education and public safety and appropriate nonprofit organizations and advocacy groups, to notify schools of the availability of and make available to schools existing educational curriculum for minors regarding the safe use of public streets and premises open to the public.” According to Bicycle Colorado’s website, “The goal of the bill is to reduce injuries to children and reduce costs to families, the state and our health care system. Through road safety training in schools and

adding the state’s bicycle and pedestrian policy into statute, the state also will benefit by increasing physical activity which reduces obesity related diseases. In today’s economic climate, more Colorado adults and their children are turning to walking and bicycling as low-cost, healthy ways to get around.” The sponsor of H.B. 1147, Representative John Kefalas, invited the Colorado network to help ensure effective implementation. The Colorado network then began collaborating with the Colorado Departments of Transportation and Education to develop a strong bicycle and pedestrian curriculum for schools.

Local Success:

Central Elementary School in Commerce City, Colo., a school with 635 students (83 percent of whom qualify for free or reduced-price lunch), launched a Safe Routes to School program through a partnership with transportation, health, police and school officials, led by Tri-County Health and Livewell Colorado’s Partnership for Healthy Communities (P4HC). New facilities were needed to guide children to cross safely at Holly Street because approximately 50 percent of the children went outside of the crosswalk. The team applied for and received Safe Routes to School funds: \$100,689 was awarded for infrastructure improvements and \$3,500 for a traffic safety education program, which was bolstered by two years of additional traffic safety education funding from P4HC. Students received a new bicycle helmet along with in-class and on-bike skills training through Bicycle Colorado. Among the improvements are a new pedestrian-activated signal and crosswalk across Holly Street north of 64th Avenue, new fencing to protect students from parking lot traffic as they enter school grounds, new signage pointing to the crosswalk and proper entry areas to the school grounds, and sidewalk improvements. After the infrastructure and education components were completed, walking to school increased by approximately 10 percent, and children now cross in the crosswalk.



Oklahoma



Bicycle and Pedestrian Safety Education Curriculum

Oklahoma's Safe Routes to School program is funding improvements to the built environment statewide. To ensure that children safely and responsibly walk or bicycle to school, the Oklahoma network convened an action team to research established curricula around the country and found a model right next door: the SafeCyclist curriculum (formerly Texas SuperCyclist), developed in 1996 by the Texas Bicycle Coalition and used extensively throughout Texas, is a comprehensive bicycle and pedestrian safety education curriculum designed for fourth and fifth grade students. The Oklahoma network adapted this curriculum and made it more applicable to the needs and goals of Oklahoma students and schools. Beginning in the fall of 2010, the Oklahoma network secured part of a \$47,000 grant

from the CDC through the Oklahoma State Department of Health to make the curriculum available to Oklahoma schools for grades 3-5. In addition, the Oklahoma network worked to get the WalkSmart/BikeSmart Vermont! curriculum for grades K-2 adapted for use within the state of Oklahoma; it is now available for free download on the Oklahoma State Departments of Health, Education and Transportation websites. In addition, teacher certification training sessions around the state, paid for by Safe Routes to School and eligible for professional development credits by the Oklahoma Department of Education, are enabling up to 200 teachers to take the SafeCyclist curriculum program back to their schools; 22 teachers completed the training in 2010.

Washington, D.C.



Public Schools School Wellness Policy

The D.C. network is a member of the D.C. Public Schools Local Wellness Policy Advisory Committee working on a 2011 update for the D.C. Wellness Policy, as required by the federal Healthy Schools Act. The D.C. network is the only member of the committee promoting physical activity. While still in draft form, the Wellness Policy revision is now expected to include Safe Routes to School in both the "Out of School Time" and "Physical Activity" sections.

Illinois

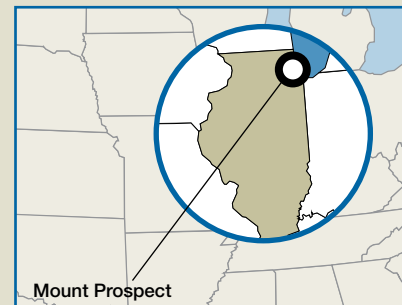
School Bus Funding

In many communities across Illinois, children are bused short distances to school—even just across the street—because of traffic safety hazards, costing the state an average of \$70 million per year. Starting in the winter of 2008, the Illinois network began educating state-level decision-makers about the prevalence and financial costs of hazard busing. In May 2009, state legislators passed House Joint Resolution 6 to require the creation of a School Transportation Task Force to examine multi-modal school transportation plans and to study potential

legislative changes. In January 2010, Illinois Governor Patrick Quinn appointed the Illinois state network organizer to join the School Transportation Task Force. The task force held its first meeting in May 2010. The task force looked at ways to use hazardous route busing funds to instead mitigate hazards, increase the rate of walking and bicycling to school and save money on school transportation costs.

Local Success:

Mount Prospect, Ill., received a total of \$76,000 in Safe Routes to School funding for the three sidewalk projects near Robert Frost Elementary School, John Jay Elementary School, and Holmes Junior High School. The work reduced the need for bussing in the neighborhood. The sidewalks have saved the school district approximately \$50,000 per year, and approximately 50 additional students now walk to and from school.





Lessons Learned

The state network project has been highly successful in achieving positive policy change since its inception in 2007. And we have learned a great deal along the way. One significant lesson is that it is critical to have a dedicated organizer at the state level who can convene partner stakeholders, raise issues related Safe Routes to School, and work toward improved policies, since this the only leadership position of its kind in many of the network states. During the first phase of the project, we learned that policy advocacy techniques and successes look different in each state. This lesson has been reaffirmed and amplified as the number of states participating in the project doubled from 10 to 20 during 2010 and 2011. What follows are additional lessons learned.

Social Media is a Good Advocacy Tool

The emergence of social media tools, such as Facebook, Twitter and blogs, has helped state networks quickly disseminate information, share resources and ideas, release a call to action and receive input from

the public. They can also have a profound effect on policymakers, since they can reach a large number of people without the extra effort of garnering earned media from traditional sources such as newspapers or radio or television stations. Social media tools allow for rapid communications on complex and detailed subjects. Many of the networks have established Facebook pages and blogs, giving stakeholders in all states easy access to information about the issues affecting the ability of children to walk or bicycle to school and in daily life.

Local Success: The California network enlisted the help of three volunteer interns, including a state outreach coordinator, an East Los Angeles regional outreach coordinator and a communications consultant. They built and maintain a blog that covers the activities of the California networks. It also lists meetings, events, articles, resources, best practices and calls to action.



Lower-Income Communities Benefit Greatly from Technical Assistance

One of the primary strengths of Safe Routes to School programs is that they bring diverse voices together to work on reducing barriers to physical activity, including making street-scale improvements to the built environment. However, lower-income communities are often less visible to government agencies and elected officials and typically have fewer resources. To ensure that the most vulnerable communities were served, state networks helped state DOTs conduct research identifying methods to bring infrastructure and program funding, technical assistance and leadership to lower-income schools and communities.

Local Success:

The Louisiana network catalyzed Safe Routes to School efforts at New Orleans' Harney and International Schools and with the city of Gretna, resulting in nearly \$1 million in Safe Routes to School funds for built environment improvements as well as encouragement and education programs.



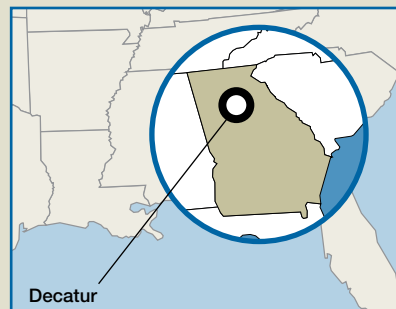
Health and Transportation Can and Should Work Together

The Safe Routes to School movement originated in the United States in the late 1990's as a way to improve traffic safety. As the childhood obesity epidemic has grown, the health benefits of physical activity have become one of the most important reasons to invest in Safe Routes to School. State networks have built coalitions of stakeholders from various sectors, with health agencies, hospitals, health insurers, medical professionals and health advocates taking an increasingly significant role. The state network project has been funded by health champions, including the Robert Wood Johnson Foundation, Kaiser Permanente and the CDC, and has engaged the health community in state network leadership roles.

In order to continue fostering collaboration between health and other sectors, such as transportation, land use, housing and education, state networks have been working to institutionalize relationships and break down the 'silos' that often keep agencies and advocates from automatically working together. By ensuring that health has a 'seat at the table,' Safe Routes to School has a much stronger chance of increasing physical activity and improving the built environment for children and families.

Local Success:

Decatur, Ga., is a small, densely populated city located near Atlanta. Traffic used to cross through the city toward Atlanta, and streets were dangerous to pedestrians and bicyclists, especially children. Former Georgia state network chair Fred Boykin, Decatur commissioner and owner of the Bicycle South shop, and city planning director Amanda Thompson worked together to develop a Community Transportation Plan that included a complete streets policy, Safe Routes to School, tree planting, traffic calming and safe street crossings. A Health Impact Assessment was conducted by the Georgia Tech Center for Quality Growth to measure how the changes would affect public health; it assessed the needs of sensitive populations such as the poor and children and brought together advocates and professionals to identify impacts and make recommendations. Health was a consensus builder and a foundation for the city's policy development. There is more physical activity now in Decatur, and slower traffic and narrower streets have led to fewer crashes. An Active Living Division was also created in the city's Parks and Recreation department to educate citizens and promote physical activity.



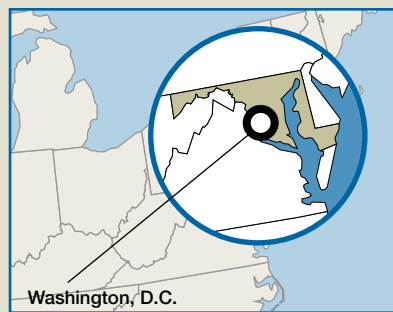
A Different Approach is Needed in Each State

As state networks have worked to change policies, they have sometimes encountered strong resistance from the responsible state government agency. In this type of situation, state networks often found it beneficial to collaborate with a large local city or regional government entity that wields significant power. Larger population centers or regions often have control over the expenditure of tens of millions of federal dollars that pass through the state, and they can also influence decisions and policies at the local level. Regional work also can influence state agencies, especially in areas where the regional government represents a large portion of a state's total population. State networks were able to get regional governments and even state organizations that represent various regional governments to join the network and lead policy change efforts. In some cases this also led to success at the state level.

In some situations, change can also take place starting at the local level. For instance, a state department of transportation may not like the idea of moving funds from major highway building projects to bicycle and pedestrian safety projects. After working for a prolonged period of time without results, networks in these cases would tend to first focus on successful local change before moving on to statewide change. A good example is complete streets. In some network states, notably Louisiana, Missouri and Mississippi, local communities were inspired by state network advocacy to adopt complete streets and the state department of transportation, inspired by momentum at the local level, soon followed suit.

Local Success:

In February 2010, the Greater Washington D.C. Area Safe Routes to School regional network worked with the Washington Area Bicyclists Association to draft language that highlighted Safe Routes to School as a significant new program within the Regional Transportation Plan (RTP). The language was adopted by the Bicycle and Pedestrian Subcommittee and was subsequently adopted by the Transportation Planning Board. The Plan was published in late October 2010 and now includes goals to implement Safe Routes to School and complete streets, both within the context of regional transportation planning and as best practices to prioritize into the future. The RTP is significant because it expands the influence of local advocates beyond the District of Columbia and into Virginia and Maryland. Now the regional network is working in major counties, such as Arlington, Fairfax, Montgomery and Prince George's to implement the new language, and get these major population centers to develop Safe Routes to School programs.



The Peer Learning Network is Essential

Peer-to-peer learning has been an important component of the 2010–2011 Safe Routes to School state network project's goals. That type of communication is an effective way to share knowledge, successes and lessons via monthly group phone meetings, webinars, document storage and sharing, and a weekly series of peer-led conversations, known as Discussion Cafés. Each of our state network organizers participated in a number of Discussion Cafés, and outside experts were often invited to join the discussions. The network organizers have benefited from one another's experiences and advice. The Peer Learning Network shared techniques for dealing with pressing policy issues, recruiting and maintaining strong network partners, learning about new realities in federal funding and new policy opportunities.

The monthly group meetings are focused on sharing strategies, discussions on important policy topics, federal transportation funding updates, and more. We have seen the cross-pollination of ideas lead to real policy change as organizers take techniques from another network state and apply it in their own.

Weekly Discussion Cafés are another way we share information and strategies. During a Discussion Café, a national expert or state network organizer will provide a brief update on a particular topic. For instance,

the National Policy and Legal Analysis Network discussed the benefits and legal implications of joint use agreements that allow schools and parks to share facilities. A former Virginia DOT Safe Routes to School coordinator and bicycle and pedestrian coordinator discussed how to collaborate with staff from state agencies. Harvard University and University of New Orleans researchers discussed the latest research data concerning Safe Routes to School.

Another advance in our peer-to-peer learning network is in a new technology arena. The Safe Routes to School National Partnership implemented a robust new 'cloud computing' system, Salesforce for Nonprofits, in Summer 2011, that provided online communication and collaboration tools for networks to build relations, discuss policy change techniques, and exchange information without travelling. Salesforce and a real-time, internet-based platform, Chatter, allow a flow of information through social-media-type interactions, better document sharing, database and calendar management and much more. With easier ability to "chat" electronically and share documents we were able to learn a lot more from one another.



Next Steps

Future Advocacy

The Safe Routes to School National Partnership has applied for funding to continue the state network project. The goals are increase state network organizer capacity in each participating state to full time, to provide technical assistance to all 50 states and the District of Columbia to ensure that Safe Routes to School funds programs and improvements to the built environment for our children. Our focus in 2012 and beyond will also be on leveraging other funding sources that can be utilized for improvements to the built environment, promoting joint use agreements and energizing community support for street-scale improvements that support walking and bicycling to school and in daily life, particularly in lower-income communities.

In order to foster sustainability and to institutionalize the state network project we will be working in the coming years to develop a sustainability plan in each project state. These plans will include the development of new partnerships and funding sources, such as fee for service contracts, grassroots events and programs, foundation and corporate grants and individual donations.

Local and Regional Policy Change

We realized that making policy change at the regional government level can increase physical activity and thereby prevent childhood obesity in a large portion of a state's population without having to directly change

a reluctant state agency. And in many cases, change at the regional and even local level will inspire—or pressure—a state agency to adopt a policy change. More than 85 percent of the U.S. population lives in urban areas, most of which have a regional government. Regional policy change is an emerging area for Safe Routes to School that can influence a good portion of federal funds and make local communities in those regions more walkable and bikeable for children.

The Safe Routes to School National Partnership received funding from Kaiser Permanente to implement regional networks in 2010 and 2011 in three major metropolitan regions: Atlanta, Georgia; Greater Washington Area (District of Columbia region); and Southern California. Many of the regional network partners also participate in their state's network activities. The National Partnership has applied for funding to continue and grow the regional network project in 2012 and 2013, to include Northern California and Pikes Peak (Colorado Springs region), and to expand its own Peer Learning Network.

The Safe Routes to School National Partnership has also been working with the CDC on policy change that improves Safe Routes to School and the built environment at the local level through the Communities Putting Prevention to Work (CPPW) program. We currently have grant applications pending to provide technical assistance to Community Transformation Grant communities that will be funded through the Affordable Care Act.



Conclusion

Through the efforts of Safe Routes to School state networks in 19 states and the District of Columbia, the project's second phase in 2010 and 2011 successfully altered the course of many government agency decisions, leveraged more than \$100 million of federal and state funding, increased physical activity, improved the built environment and ensured that lower-income communities and schools were served. The 20 networks were able to bring together more than 900 government, corporate and nonprofit partner groups to advance policy change and street-scale improvements while ensuring that lower-income communities received technical assistance and an equitable share of Safe Routes to School funding.

State networks worked with Safe Routes to School to streamline application processes, provide outreach and technical assistance to local communities, especially lower-income communities, and to ensure that grant funds went to quality projects.

State networks conducted outreach, disseminated model policies, developed fact sheets and met with decision-makers to get complete streets policies adopted by departments of transportation and local agencies. The result is that in many places, street-scale bicycle and pedestrian improvements are now being considered any time transportation projects are planned. From January 2010 to 2011, hundreds of complete streets policies were adopted by cities, regional

governments and state departments of transportation in our network states, affecting many millions of transportation dollars that will now help to increase physical activity and improve safety.

Street-scale improvements help children walk and bicycle to school only if the school is close enough to where kids live. By working to get departments of education and school districts to protect neighborhood, or community-centered, schools, state network efforts helped to keep them within two miles or less from the students they serve. In addition, state networks promoted joint use agreements between schools and municipalities, in order to share recreational facilities, save money and provide additional physical activity options for children and families after school and on weekends.

The Safe Routes to School state network project has shown the importance and effectiveness of building statewide coalitions that change policies and leverage funding to increase opportunities for physical activity and an improved street-scale environment. Through policy change and improvements to the built environment, many children are once again gaining the opportunity to be healthy, active and safe in their communities and on the route to school.

Resources

To find out what is happening in your state, visit:

<http://www.saferoutespartnership.org/state/statemap>

Resources for starting a state network project:

<http://www.saferoutespartnership.org/state/network/111031>

Several important resources to assist in the process of program implementation and planning at the state level:

<http://www.saferoutespartnership.org/state/5764>

Quarterly updates on the state network project:

<http://www.saferoutespartnership.org/state/network/networkupdate>

Twelve state policy briefs to assess how these important policies might be improved within your state:

<http://www.saferoutespartnership.org/state/bestpractices>

The Five Steps to Federal Funding

This fact sheet will help explain the basic process that states and local communities go through to spend the federal Safe Routes to School funds: http://www.saferoutespartnership.org/media/file/Five_Steps_to_Federal_Funding.pdf

Read about our 2007–2009 policy successes with the Safe Routes to School state network project.

To learn more about the Safe Routes to School regional network project, visit: <http://www.saferoutespartnership.org/local/RNP>

State network project reports:

The Second Wave: State Network Policy Changes in 20 States
http://www.saferoutespartnership.org/media/file/Second_Wave_2011_lo.pdf

State Network Policy Successes, December 2010
http://www.saferoutespartnership.org/media/file/Network_Policy_Successes_Dec_20_2010_FINAL.pdf

Safe Routes to School State Network Project: Final Report, 2007–2009, Making Change Through Partners and Policies
http://www.saferoutespartnership.org/media/file/SRTS_FinalStateNetworkReport_Nov09.pdf

Safe Routes to School State Network Project: 2008 Annual Progress Report — Building Momentum and Policy Change
<http://www.saferoutespartnership.org/media/file/SRTS-09-Final-AR.pdf>

Safe Routes to School: Improves the Built Environment
http://www.saferoutespartnership.org/media/file/SRTS_built_environment_lo-res.pdf

Safe Routes to School: State Networks Create Policy Change
http://www.saferoutespartnership.org/media/file/SafeRoutes1_state_policy.pdf

Establishing a Safe Routes to School State Network: A 10-Step Guide http://www.saferoutespartnership.org/media/file/SRTS_10stepguide_State_Network.pdf

Other National Partnership reports:

The Local Policy Guide highlights strategies to advance local policy change and covers more than 20 policy change examples:
http://www.saferoutespartnership.org/media/file/Local_Policy_Guide_2011.pdf

The 2011 policy report, Safe Routes to School: Helping Communities Save Lives and Dollars, highlights the financial benefits of Safe Routes to School: <http://www.saferoutespartnership.org/media/file/SRTSNP-2011-Policy-Report.pdf>

A Fact Sheet accompanies the report:
<http://www.saferoutespartnership.org/media/file/SRTS-policy-report-fact-sheet.pdf>

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